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ABSTRACT

An instructor's manual and student activity guide on commercial mailing are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to two student check point activities and masters for duplication [e.g., registration form, postal rate and class charts facsimile]). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., compose an advertising leaflet for mailing to customers, address envelopes using the recommended postal procedures). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a secretary and administrative clerk conclude the document. (JH)

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ED169323

OFFICE OCCUPATIONS – GENERAL CLERICAL, COMMERCIAL MAILING

Kit No. 34

INSTRUCTOR'S MANUAL

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In Cooperation With

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Clemson, South Carolina 29631

1978

CE 020 508

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TITLE OF ACTIVITY

Kit No. 34, Office Occupations – General Clerical, Commercial Mailing

DURATION

Main Activity – 3 to 4 days
Follow-up Activity – 2 to 3 days

GOALS

The student is expected to attain:

1. Some familiarity of techniques used in advertising.
2. Understanding of the necessity of accuracy and neatness when addressing mail.
3. Understanding of ZIP codes and new electronic scanners.
4. Experience in decision making regarding efficiency and economy.
5. A feel for reporting data learned by experience.

INSTRUCTIONAL OBJECTIVES

The student will:

1. Create and register a trade name for a product.
2. Compose an advertising leaflet for mailing to customers.
3. Address envelopes using the recommended postal procedures.
4. Decide which postal rate should be used to send out
   a. letters or leaflets alone
   b. sample of product with a leaflet
   c. sample of product without a leaflet
5. Complete an Analysis Report for the client based on the findings.

VOCATIONAL CLUSTERS

Distributive Education (If a product relating to health, agriculture, etc. is used, these clusters could be involved.)

ACTIVITY IMPLEMENTATION

A. Description

The student has been hired by Sure-Sell Ad Company. The first assignment for the student is to help "get together" a promotion for a new product for a local store. The student is asked to: create an appealing name for the product, write a simple ad which will be reproduced in a leaflet form to be mailed and distributed, address envelopes to prospective customers, decide on the most efficient and economical way to get the product and leaflet to the customer by mail and write a report on the findings.

The product to be used may be the instructor's choice. At the end of the activity, students may keep samples. Keeping this in mind, suggestions for the product may be: chewing gum -- sticks with only the inside wrappers on them, key chains, pens, pencils, or any inexpensive items. Besides variety stores, items may be found in card shops as party favors.

B. Safety

Handle products properly. Also, if this is an edible product, sanitary precautions should be mentioned.

C. Materials

1. Audio Visual Equipment
   Filmstrip projector
   Screen
   Cassette player
2. Technical Equipment
   Postage scales -- at least one set of scales per 5 students
   6" ruler (15.24 cm)
3. Expendable Materials
   Paper for making masters for materials
   6 or 7 small No. 6½ envelopes for each student
   6 or 7 large No. 10 envelopes for each student
   A product sample for each student
   Rubber bands (2 each)

D. Preparation Prior To Class

Have filmstrip projector and cassette player ready for first day introduction. Run off masters of forms students are to use.

E. During Class Session

INTRODUCTION – This activity involves you as an ad writer, mail clerk, general clerical worker, researcher, and reporter for an advertising company. First, you will be asked to name a product which a local store is planning to promote and sell. Try to think of a new and original name for the product – one that would interest you or that would become so familiar to people that they might use it instead of the product's actual name.

Since a good part of the activity will involve how the product could be best introduced by direct mail, we will first look at some recommendations by the postal service for the handling of mail. (Show filmstrip here.)

First Day: The introduction, filmstrip, and naming the product should occupy the first day. Instructor should follow the student guide as this will be on an individual basis and students will work individually. As students decide on a name and bring registration forms, the instructor should either keep forms or record names so that each student has a different name for the product. **Second Day:** Students should be working on layout for product ad. Be sure each student does original and two copies. While walking around and observing work, stress neatness, accuracy, and creating own words. Whenever a student completes the ad, he/she is to be given 5 small and 5 large envelopes for the next phase of the activity. Most students should complete addressing envelopes. **Third Day:** Today is the decision-making day. Postage scales should be placed at the side, front, or back of room on desks or tables with room enough for several students to wait in line (this, too, is a part of the postal service). If samples are large and do not fit into envelopes, provide wrapping paper, tape and string for wrapping the product. This is necessary only when product cannot be put into envelope. Take up Analysis reports, and if the student has satisfactorily completed the report, present the envelope with the product to the student to keep.

F. Follow-up Activities

1. Have students fill out VIEW Fact Sheet.
2. Assignment: Bring in three newspaper ads that create interest in a product. Bonus to be given: Ad on brand new product.
3. Have members of class bring in envelopes that have been received from businesses to check and analyze the placement of address, use of state abbreviations and ZIP codes.
4. Hand out free pamphlets and information from the postal service. Discuss services and how individuals and business might help improve service.
5. Ask students to write about the phase or part of the activity they liked best, and the part they liked least and why.
6. Field trips to nearby Post Offices may be arranged by calling the public relations manager in your area.

ANSWER KEY

Instructional Objective VI

a. 1
b. 1
c. 4
d. 4
e. 3
f. 2
g. 2

Instructional Objective VII

.13 first-class letter
.22 5-ounce newspaper or .10 for 4th Class
1.56 14-ounce first class letter
.58 14-ounce magazine
.22 10-ounce catalog
.58 24-ounce package

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Registration Form
Layout Sheets
Address List
State Abbreviations and ZIP code sheet
Postal Rate and Class Charts Facsimile
Answer Sheets
Analysis and Findings Report

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

REGISTRATION FORM

STUDENT'S NAME _____

General Description of Product _____

_____

Trade Name You Recommended _____

_____

First Choice: _____

Second Choice: _____

Product's Use _____

_____

_____

FIRST LAYOUT SHEET FOR AD FOR NEW PRODUCT

Print your product name here:

Print an interesting, appealing description:

Print store name and introductory offer:

LAYOUT SHEET FOR SECOND AND THIRD COPY

Print your product name here:

Print an interesting, appealing description:

Print store name and introductory offer:

ADDRESSES FOR ENVELOPES

USE THE RECOMMENDED STATE ABBREVIATIONS. FIND ZIP CODES ON DIRECTORY SHEET.

Five Small envelopes:

1. Place your name and address on the first envelope:
   Student's name
   Street or Box
   City, State, ZIP

2. Mr. Tom Hanie
   420 State Street
   Passaic, New Jersey

3. Walsh Insurance Co.
   232 Broadway Blvd.
   Indianapolis, Indiana

4. Mr. David Seth, President
   4532 Orange Avenue
   Dallas, Texas

5. Star Motel
   1843 Western Blvd.
   Raleigh, North Carolina

Five large envelopes:

1. Place your name and address on the first envelope:
   Student's name
   Street or Box
   City, State, ZIP

2. Mr. John Waters
   23 Beacon Street
   Buffalo, New York

3. Mr. Gerald Jones
   1400 Memorial Drive
   Stone Mountain, Georgia

4. Textile Capitals
   P. O. Box 53
   Greenville, South Carolina

5. Director of Admissions
   Clemson University
   Clemson, South Carolina

LIST OF TWO-LETTER ABBREVIATIONS

Ala.	AL	N.Y.	NY
Alaska	AK	N.C.	NC
Ariz.	AZ	N. Dak.	ND
Ark.	AR	Ohio	OH
Calif.	CA	Okla.	OK
Canal Zone	CZ	Oreg.	OR
Colo.	CO	Pa.	PA
Conn.	CT	Puerto Rico	PR
Del.	DE	R.I.	RI
D.C.	DC	S.C.	SC
Fla.	FL	S. Dak.	SD
Ga.	GA	Tenn.	TN
Guam	GU	Tex.	TX
Hawaii	HI	Utah	UT
Idaho	ID	Vt.	VT
Ill.	IL	Virgin Islands	VI
Ind.	IN	Va.	VA
Iowa	IA	Wash.	WA
Kan.	KS	W. Va.	WV
Ky.	KY	Wis.	WI
La.	LA	Wyo.	WY
Maine	ME	Alberta	AB
Md.	MD	British Columbia	BC
Mass.	MA	Labrador	LB
Mich.	MI	Manitoba	MB
Minn.	MN	New Brunswick	NB
Miss.	MS	Newfoundland	NF
Mo.	MO	Northwest Territories	NT
Mont.	MT	Nova Scotia	NS
Nebr.	NE	Ontario	ON
Nev.	NV	Prince Edward Island	PE
N.H.	NH	Quebec	PQ
N.J.	NJ	Saskatchewan	SK
N. Mex.	NM	Yukon Territory	YT

ZIP CODE DIRECTORY

Buffalo, NY	14200
Clemson, SC	29631
Dallas, TX	75212
Greenville, SC	29602
Indianapolis, IN	46227
Passaic, NJ	07055
Raleigh, NC	27603
Stone Mountain, GA	30081
Tabernier, FL	33070
Whiteville, NC	28424

POSTAL RATE AND CLASS CHARTS FACSIMILE

(This is not an official rate chart.)

DOMESTIC POSTAGE RATES

FIRST CLASS		
Letters and packages	13 ounces or less	$.13 first ounce $.11 for each additional ounce
Post Cards	3 x 4¼ inches to 4¼ x 6 inches	$.09 each
PRIORITY MAIL		
First Class	Over 13 oz. to 16 oz.	$3.56 (local areas)
Second Class		
Newspapers, magazines, and other periodicals	2 ounces Each additional ounce	$.10 $.04 (or 4th class rate – whichever is cheaper)
Third Class		
All matter under 16 oz. which are not in 1st or 2nd class	First ounce Each additional ounce	$.04 $.02
Fourth Class		
Parcel post – merchandise or printed matter which weighs 16 ounces or more. Rates may vary for zones. A first-class letter may be attached if first-class postage is on the letter or invoice	First 8 ounces Each additional ounce	$.10 $.03

STUDENT ANSWER SHEET

Instructional Objective VI

Using the postal rate and class chart facsimile, identify the class of mail the following would be included in under usual circumstances.

Class

_____ a. personal letter

_____ b. one-page business letter

_____ c. a textbook

_____ d. four pound package

_____ e. a church bulletin

_____ f. newspaper

_____ g. magazine

STUDENT ANSWER SHEET

Instructional Objective VII

Using the postal rate and class chart facsimile, compute postage for the following items.

Postage

_____ first-class letter

_____ 5-ounce newspaper

_____ 14-ounce first class letter

_____ 14-ounce magazine

_____ 10-ounce catalog

_____ 24-ounce package

ANALYSIS AND FINDINGS REPORT

1. SUBJECT _____

_____

2. Method used to obtain findings:

_____ observation _____ experimenting _____ tables and charts

_____ surveys _____ research _____ economics or cost

3. Recommendations: (best plan to follow)

_____

_____

_____

_____

_____

_____

4. Justify your recommendations:

_____

_____

_____

_____

_____

5. Other suggestions:

_____

_____

_____

_____

FINDINGS:

	First Class	Other rates
A. Ad only	_____	_____
B. Ad and product	_____	_____
C. Product only	_____	_____

OFFICE OCCUPATIONS – GENERAL CLERICAL, COMMERCIAL MAILING

Kit No. 34

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

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INTRODUCTION

You have been employed by the Sure-Sell Advertising Company as part of the office staff. A local store is planning to begin selling a new product which your company will help introduce to the public through direct mailings to homes. Products must be given new names although the product itself may be one that is not new. Your assignment is to:

1. Create and register a trade name for the product.
2. Compose an advertising leaflet for mailing to customers.
3. Address envelopes to families.
4. Decide which postal rate should be used to send out:
   a. letters or leaflets alone
   b. a sample of the product with leaflet
   c. a sample of the product without the leaflet
5. Complete an Analysis Report for the store on your findings.

GOALS

The student is expected to attain:

1. Some familiarity of techniques used in advertising.
2. Understanding of the necessity of accuracy and neatness when addressing mail.
3. Understanding of ZIP codes and new electronic scanners.
4. A feel for reporting data learned by experience.

DIRECTIONS

Read CAREFULLY the instructional objectives given; follow the steps to complete the objective; do each checkpoint to determine if the objective has been accomplished. Repeat the steps if the checkpoint is not clearly understood.

MATERIALS

Before starting the student should have:
2 pencils with erasers
1 or 2 reliable ball-point pens
Several sheets of notebook paper

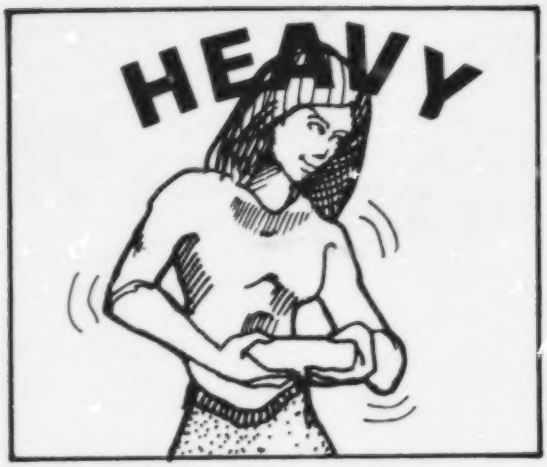
PROGRAMMED TEXT

Instructional Objective 1

Given a product, the student will create a trade name for the product.

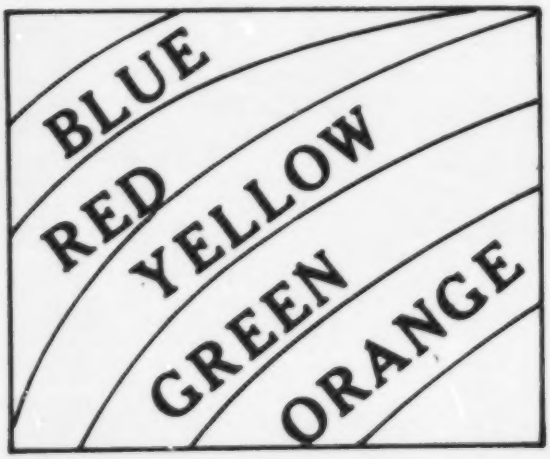
STEP 1 – Look at your product.

STEP 2 – Pick up and handle the product.



On a sheet of notebook paper, answer questions 3 through 10. DO NOT WRITE IN THIS BOOK.

STEP 3 – Is the product heavy?

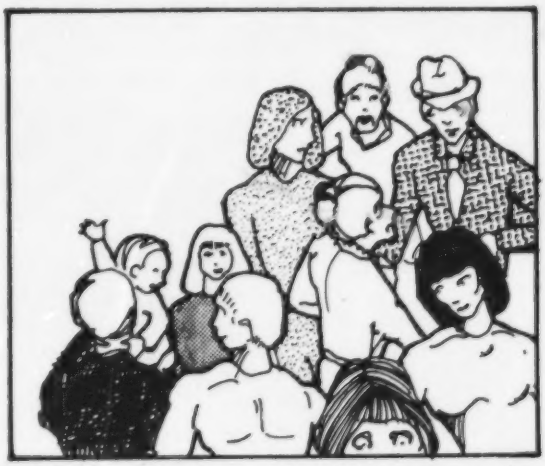


STEP 4 – Is the product a color?

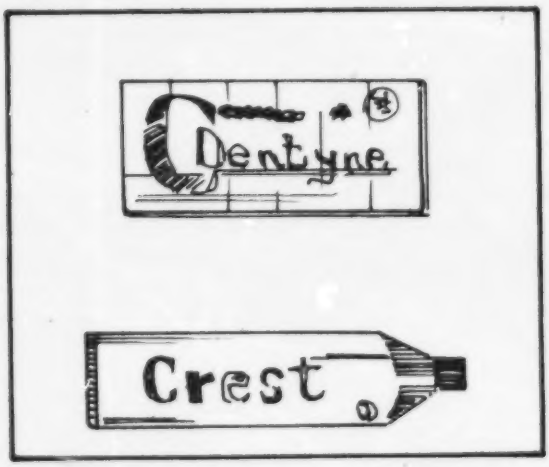
STEP 5 – Does the product have a smell?

STEP 6 – What use is the product?

STEP 7 – Is the use for pleasure or necessity?



STEP 8 – Would people of all ages use the product?



STEP 9 – List two names of similar products.

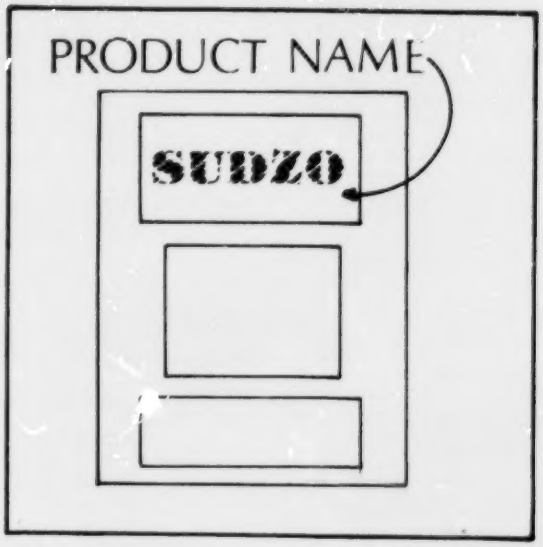
STEP 10 – A product name should be short, attract attention, and appeal to all people who would use such a product. Write down two names that you might use for this product. Keep all the above things in mind.

Check Point

All product names must be registered. Put the following information on the registration form you have received: product name, product use and a second name in case the first is unacceptable. Give this form to your instructor who will approve or disapprove.

Instructional Objective II

Given a layout sheet, the student will follow steps to create an advertising leaflet to introduce the product.



STEP 1 – Print the name of the product (in any attractive style you wish to use) in the indicated position on the layout sheet.

STEP 2 – Give a brief description of the product in the middle designated square. Suggestions: Tell about (a) use, (b) advantages of this product over others of its kind, (c) quality of the product.

STEP 3 – Use the name of the store in your area where the store would sell and write a special introductory offer. Refer to the sample in the illustration, but do not use the same one.

STEP 5 – Add anything, such as drawings or descriptive words, that might attract a person to the product. These may be anywhere on the sheet.

STEP 4 – Print the special introductory offer attractively so that it is easily read.

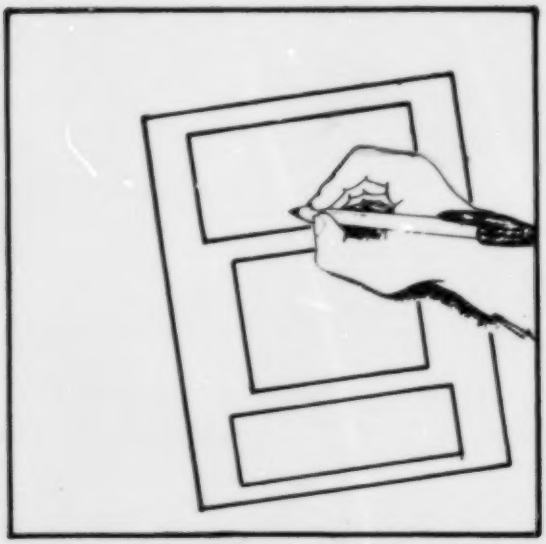
Check Point

Does your ad clearly state the name, price, and advantages of buying or using the product? Would you stop to read it if you had just opened it up?

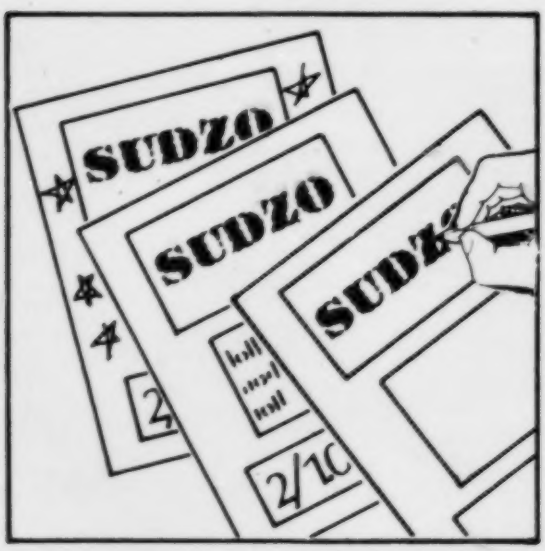
20

Instructional Objective III

Given two blank layout sheets, the student will copy his/her original ad.



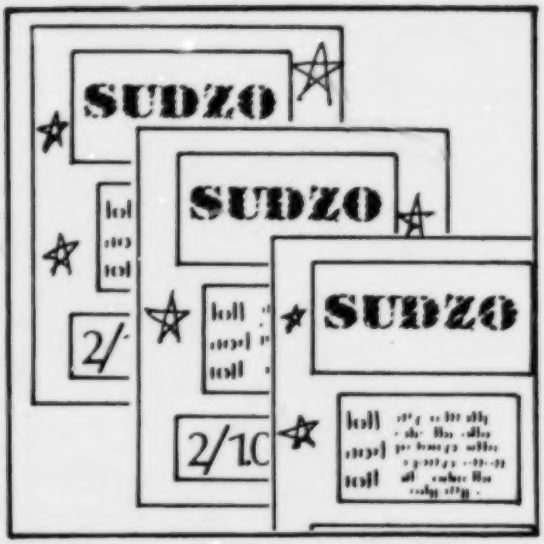
STEP 1 – Use the second layout sheet and copy your first sheet exactly. Follow the steps used in preparing the first ad.



STEP 2 – Use the third layout sheet and copy exactly your first ad. Follow the steps used in preparing the first ad.

Check Point

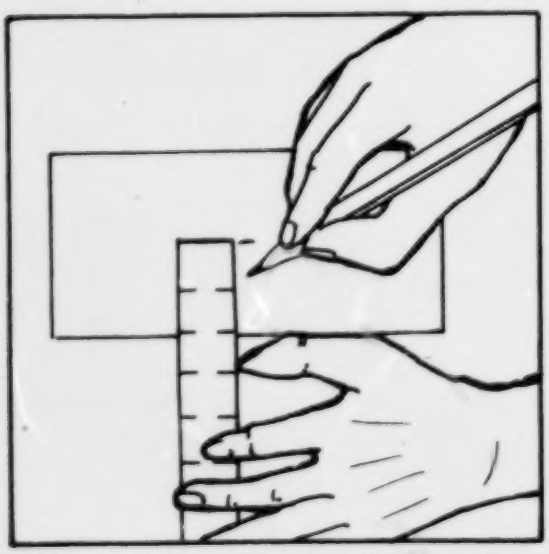
Place the three layouts beside each other and begin at the top of the page. Compare all three so that each is exactly like the other. Give to your instructor.



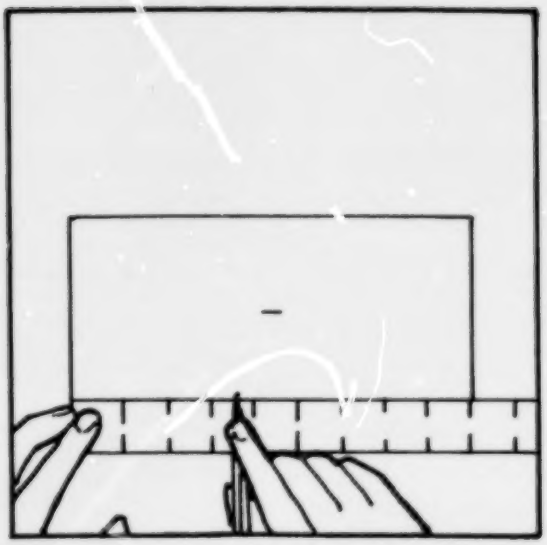
Instructional Objective IV

Given five small 6¼ x 3½ in. (16.51 cm x 8.89 cm) envelopes, the student will follow directions and address the envelopes for most efficient handling by postal service.

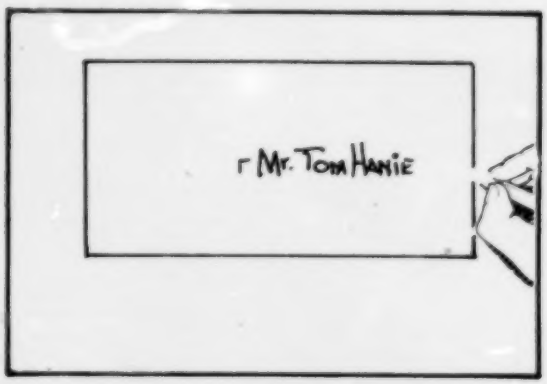
STEP 1 – Take one envelope from stack and compare with illustration.



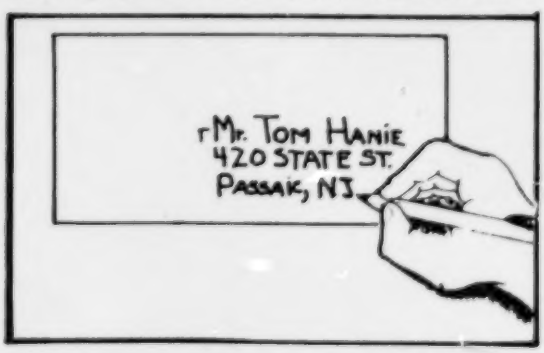
STEP 2 – Measure 2 inches (5.08 cm) from top of envelope and mark at about the center of the envelope lightly with pencil.



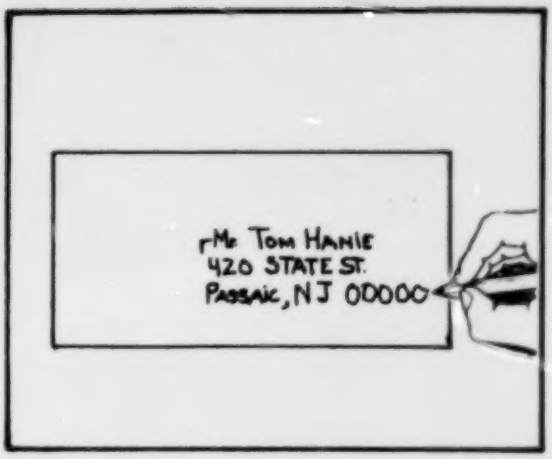
STEP 3 – Measure 3½ inches (8.89 cm) from the left side of the envelope and place a light mark.



STEP 4 – Print the address in the lower right-hand corner approximately at the point the two measurements meet. See illustration.



STEP 5 – Copy addresses line for line. All lines begin at the left with the first letter of each line directly below each other. Follow illustration. Use recommended state abbreviations.



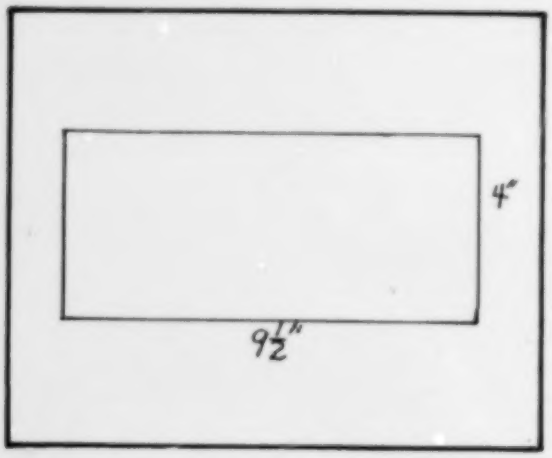
STEP 6 – After you have copied the city and state, turn to the ZIP Code Directory to find the correct ZIP code. Place the ZIP code one space from the recommended state abbreviation.

Check Point

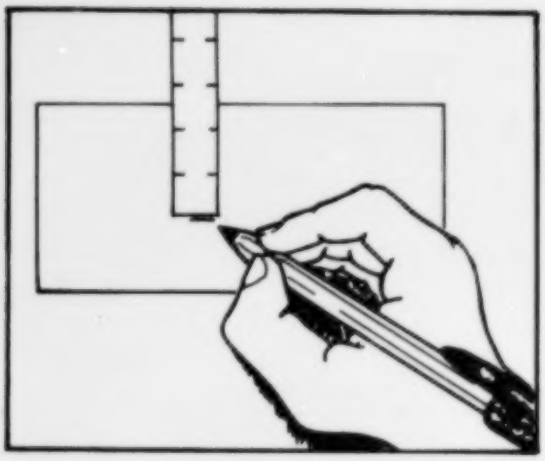
Raise your hand. Ask instructor to look at envelopes. Do not go on unless you have correctly addressed these.

Instructional Objective V

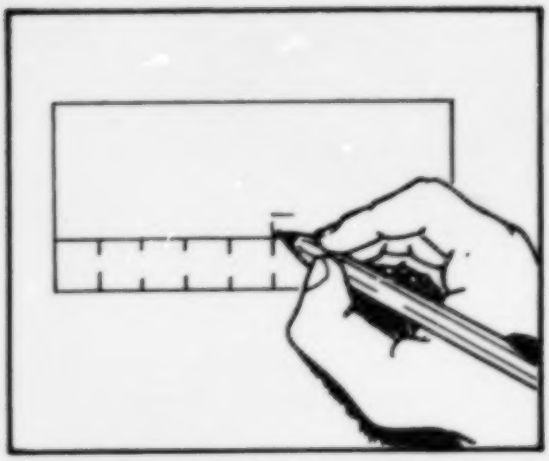
Given five large (approximately 4 x 9½ in. – 10.16 cm x 24.13 cm) envelopes, the student will correctly print addresses using recommended state abbreviations and ZIP codes.



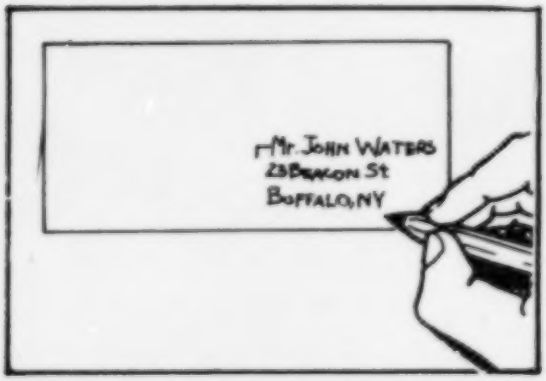
STEP 1 – Take one envelope from stack and compare with illustration.



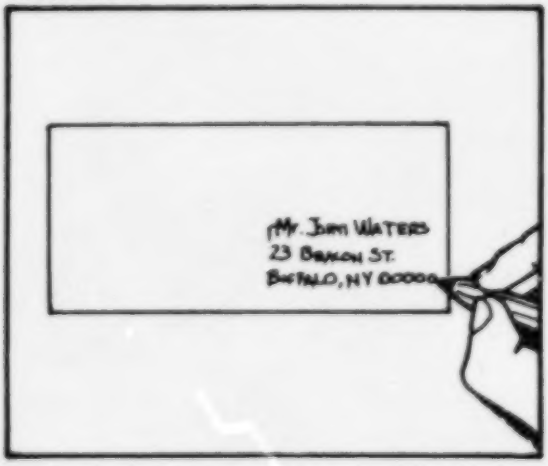
STEP 2 – Measure 2½"(6.35 cm) from top of envelope and mark at about the center of the envelope.



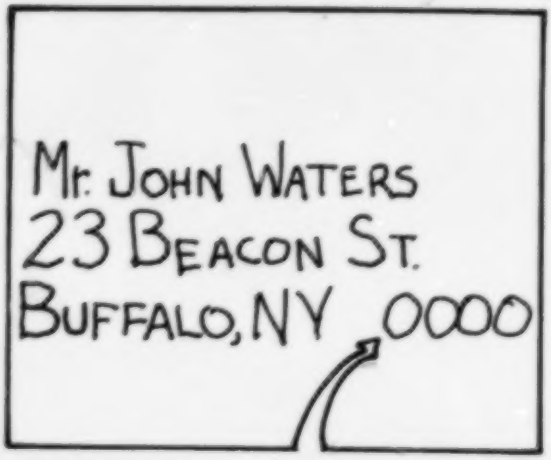
STEP 3 – Measure 5 inches (12.70 cm) from the left edge of the envelope and mark.



STEP 4 – Print the address in the lower right hand corner beginning at approximately the point the two measurements meet. See illustration.



STEP 5 – Carefully copy addresses line for line. Begin all lines at the left with the first letter directly beneath the line above. Use recommended state abbreviations and correct ZIP numbers.



STEP 6 – Place ZIP code one space from state abbreviations.

Check Point

Ask instructor to check placement of addresses. Place a rubber band around your 10 envelopes.

Instructional Objective VI

Given a postal rate scale, the student will identify the classes of mail. Do not write on this page. Write on the sheet given to you by the instructor.

POSTAL RATE AND CLASS CHARTS FACSIMILE

DOMESTIC POSTAGE RATES

First Class		
Letters & packages	13 ounces or less	13¢ first ounce 11¢ for each additional ounce
Post Cards	3x4¼ inches to 4¼x6 inches	9¢ each
Priority Mail—1st class	over 13 ounces to 16 ounces	$1.56 (local areas)
Second Class		
Newspapers, magazines and other periodicals		10¢ first 2 ounces 4¢ each additional ounce (or 4th class rate—whichever is cheaper)
Third Class		
All matter under 16 ounces which are not in 1st or 2nd class		4¢ first ounce 2¢ each additional ounce
Fourth-Class mail		
Parcel post—merchandise or printed matter weighing 16 ounces or more. Rates vary for zones. A first-class letter may be attached if first-class postage is on the letter or invoice.		10¢ first 8 ounces 3¢ each additional ounce.

(THIS IS NOT AN OFFICIAL RATE CHART)

STEP 1 – Look at the postal rate scale.

STEP 2 – Identify the class of mail the following would be included in under usual circumstances.

Class

a. personal letter
b. one-page business letter
c. a textbook
d. four-pound package
e. a church bulletin
f. newspaper
g. magazine

Check Point

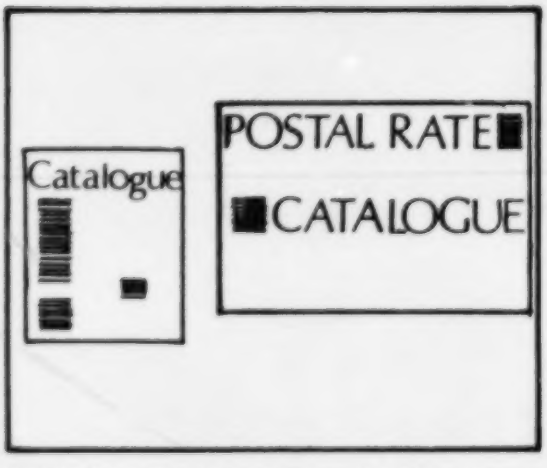
Check your answers by the answers which your instructor has in the Instructor's Manual.

Instructional Objective VII

Given a class-rate chart, the student will compute postage for the following items:

first-class letter
5-ounce newspaper
14-ounce first-class letter
14-ounce magazine
10-ounce catalog
24-ounce package

STEP 1 – Look at the chart in the illustration.



STEP 2 – Find the item under the correct classification.

3 OZ. FIRST CLASS LETTER

1 OZ = .13
2 OZ. × .11 = .22
.45

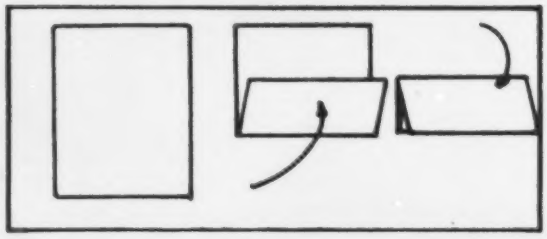
STEP 3 – Compute the postage (this will be according to how much the item weighs).

Check Point

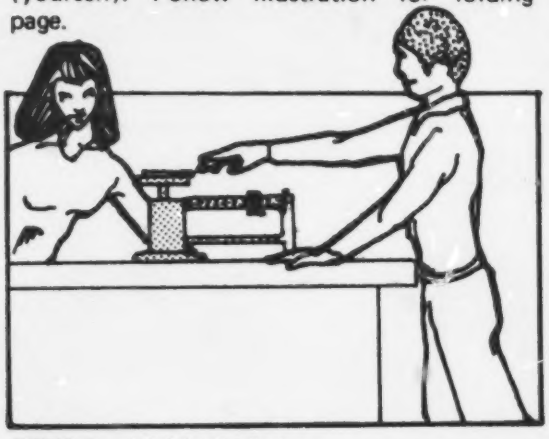
Check your answers with those the instructor has in the manual.

Instructional Objective VIII

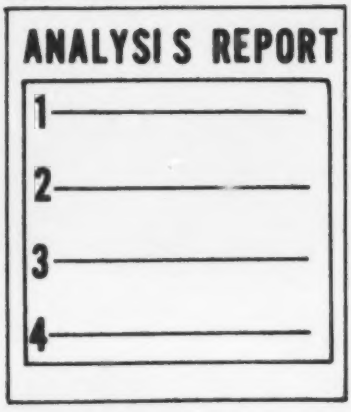
Using the ad-page, a product sample, postage scales, and rate charts, compute the best way to introduce this product by mail. The department is especially interested in the most economical way.



STEP 1 – Place one of your ad-pages in the large envelope to the first name on your list (yourself). Follow illustration for folding page.



STEP 2 – Weigh the letter.



STEP 3 – Record the cost for the first-class letter on the Analysis and Findings Report under FINDINGS.

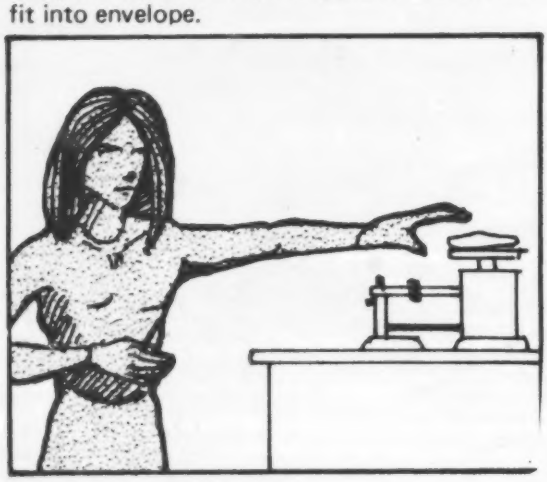
STEP 4 – Place one of your ad-pages and the product sample in the second envelope. Samples that do not fit into envelopes must be wrapped. Instructor will explain.

STEP 5 – Weigh product and ad.

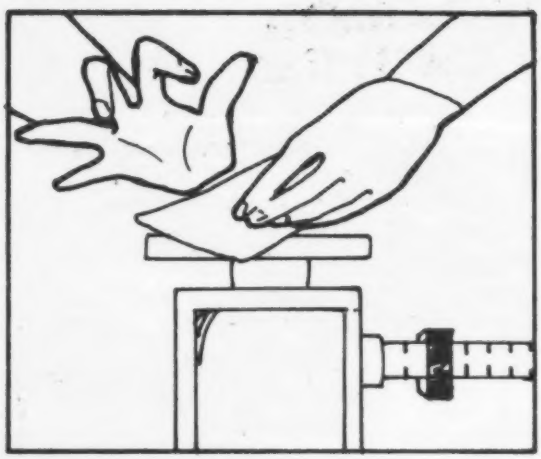
STEP 6 – Record cost for first class on the Analysis and Findings report under FINDINGS.

STEP 7 – Record cost for other rate you would consider on the Analysis and Findings Report under FINDINGS.

STEP 8 – Place sample in envelope alone. Sample may have to be wrapped if it does not fit into envelope.



STEP 9 – Weigh and record sample at first class on the Analysis and Findings Report under FINDINGS.



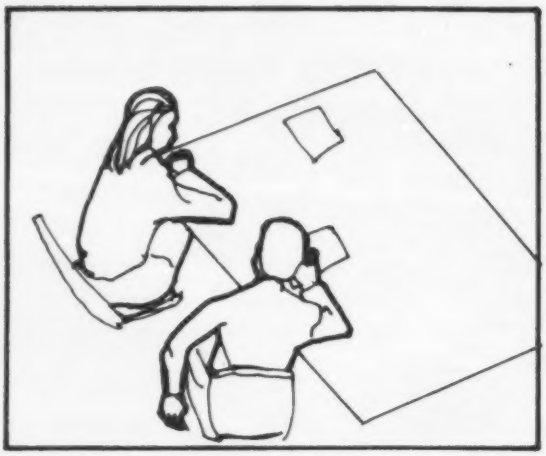
STEP 10 – Weigh and record sample at other rate on the Analysis and Findings Report under FINDINGS.

Check Point

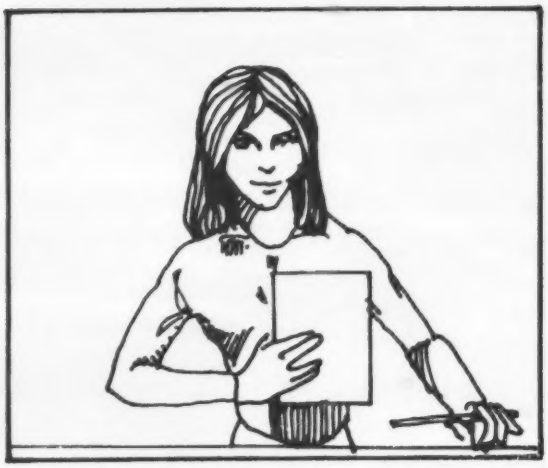
Show your findings to your instructor. Be sure you have accurately computed the postage.

Instructional Objective IX

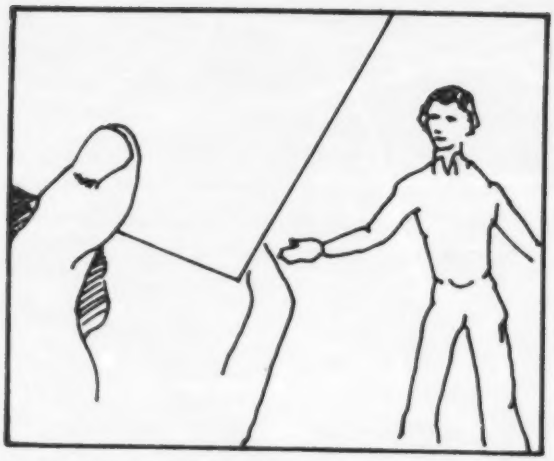
Given an Analysis Report Form, the student will record findings and give data to support decision about which is the best way to introduce the new product.



STEP 1 – Complete the information on Line 1. Your subject: Introducing new product to prospective customers.



STEP 2 – Complete the form. Print or write clearly.



STEP 3 – Present the completed report to your instructor.

Check Point

Have you presented the addressed envelopes, ads, and final report to your instructor? If all is satisfactory, your instructor may give you the samples of the product for your efforts.

201.362-030 SECRETARY (clerical) secretarial stenographer

Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or by machine [STENOTYPE OPERATOR (clerical)] and transcribes notes on typewriter, or transcribes from voice recordings [TRANSCRIBING-MACHINE OPERATOR (clerical)]. Composes and types routine correspondence and other records. Answers telephone and gives information to callers or routes call to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. May not take dictation. May arrange travel schedule and reservations. May compile and type statistical reports. [PERSONNEL CLERK (clerical)]. May record minutes of staff meetings. May make copies of correspondence or other printed matter, using copying or duplicating machine. May prepare outgoing mail, using postage-metering machine.

219.362-010 ADMINISTRATIVE CLERK (clerical) clerk, general office

Compiles and maintains records of business transactions and office activities of establishment, performing variety of following or similar clerical duties and utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail. May take dictation. May prepare payroll. May keep books. May purchase supplies. May be designated according to field of activity or according to location of employment as ADJUSTMENT CLERK (ret. tr.; tel. & tel.); AIRPORT CLERK (air trans.); COLLIERY CLERK (mining & quarrying); DEATH-CLAIM CLERK (insurance); FIELD CLERK (clerical). Additional titles: AGENCY CLERK (insurance); AUCTION CLERK (clerical); BENEFITS CLERK (clerical); CONSTRUCTION-RECORDS CLERK (const.; light, heat, & power); SHOP CLERK (clerical).